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AUTHOR Graham, Gary
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ABSTRACT

The accountability model presented in this report was developed by the Student Support Services staff of Gavilan College (GC) to help meet public demands for learner success, to increase efficiency, and to promote a proactive mode of delivering student support services. Introductory material traces the development of the model and discusses the concept of accountability and its relationship to institutional goals. Then, the basic assumptions and themes underpinning the model are outlined, followed by an enumeration of the administrative and staff objectives for the model and a statement of the mission of student support services. Following a flow chart illustrating the 16 components of the model, the next sections provide detailed information on the purposes, goals, objectives, steps, staff responsibility, requisite materials and facilities, and other aspects of 14 of the component steps: (1) assess community needs; (2) promote the program; (3) assess student skills; (4) identify student academic/vocational goals; (5) provide assistance to students in identifying the skills, knowledge, and attitudes required to fulfill their objectives; (6) identify discrepancies between skills required and skills possessed; (7) determine methods/means of implementing a plan to support objectives; (8) identify barriers and constraints; (9) design alternative strategies to eliminate barriers; (10) obtain student commitment to the plan; (11) begin student implementation of the plan; (12) monitor student progress; (13) assist student with life-goal placement; and (14) provide formative and summative evaluation of the model. (HB)

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16 STEPS TO STUDENT & PROGRAM ACCOUNTABILITY

Dr. Gary Graham

JC 840 262

SERVICE ACCOUNTABILITY MODEL

STUDENT SUPPORT SERVICES

GAVILAN COLLEGE

SERVICE ACCOUNTABILITY MODEL

STUDENT SUPPORT SERVICES

INTRODUCTION:

Accountability can conjure up negative concerns and feelings on the part of workers. It will sometimes appear to make demands on the busy time of workers at all levels of an organization appearing to create more "paper work" than its results would seem to merit. In developing a structure to bring about accountability one sometimes meets a "passive" resistance on the part of employees as it is often seen as a "method" in which management attempts to point out the ineffectiveness or inefficiency of its employees.

However, in the case of the employees of the Student Support Services component of Gavilan College, the concept of an ACCOUNTABILITY MODEL was studied and adopted in recognition of the public demand for delivering learner success at all levels of our educational system, the desire to become more efficient in the face of diminishing resources, and the recognition that such a model will have a positive effect on the principle of advanced planning for the activities of this college component which, over the long haul, reduces the reactive mode of operation and increases the availability of the proactive mode of delivering student support services. It is in this spirit that the staff of the Student Support Services went at the task of examining existing accountability models at their annual retreat in 1980, and have continued to meet in an effort to polish a model until it seemed to fit the operationalized goals and activities of Gavilan College.

The key to understanding how and why a program or a service component brings about its outcomes lies in that program's system of accountability and its ability to assess or evaluate this system and the manner in which the various subcomponents of this service area build upon one another to achieve

outcomes greater than can be expected from any one single sub-component. Recent concerns about escalating costs, diminished revenues, threats of more government control and regulation, and the increasing concern about educational "productivity" have given this topic sudden urgency.

Accountability for student support services does not fit easily into the more traditional "efficiency-based" model of systems accountability. The products of a student support system are more often in the affective domain and are not always directly measurable and at times may even be unobservable. This fact has contributed to the appearance of disparity between the instructional and student support service areas relative to objective data for the analysis of performance.

As conceptualized in the model for accountability adopted by the staff of the Student Support Services area, accountability is not seen as an "end" in itself, but rather a way of traveling to an end; that being the support of students seeking an educational experience from Gavilan College. Its fundamental purpose is seen as a way to optimize the relationships between human, fiscal, and physical resources. In this context, the staff of the Student Support Services area see the concept of accountability as being multi-dimensional. The different sub-components of the area will and are responsible for differing degrees, levels and elements of the model depending on their function within the overall scheme.

MODEL BUILDING ASSUMPTIONS:

In the development of this accountability model, the staff became cognizant of seven basic assumptions that formed the corner stones of the model:

1. The demand for accountability is a force that cannot be avoid nor denied.

2. The products of an educational institution cannot be compared with those of industry in a satisfactory manner. Educational outcomes, particularly those in the Student Support Services area, cannot always be measured specifically or analyzed numerically.

3. Education deals with human beings and their feelings and attitudes, as well as their cognitive development.

4. For an educational institution to improve its effectiveness and its efficiency in delivering learner success, its employees must be aware of their own capabilities and/or limitations.

5. An accountability process is a developing phenomenon, subject to change and revision with implementation experience to ensure its reliability.

6. The steps of the model are available to all students.

7. The model will accommodate the predominant multilingual student needs.

Behavioral scientists and sociologists remind us that accountability in education likely will flourish to the extent that persons initiating such a system demonstrate a commitment to the improvement of delivery systems and an equal concern for the development of persons and learning. To make certain that both dimensions are addressed in our accountability model, the following statements are incorporated into the planning and implementation phases of the Model:

1. People are more likely to be influenced by decision making processes in which they have participated.
   a) Decisions should involve persons who represent the different organizational elements and roles likely to be affected by those decisions.
   b) Consensual decisions are preferable to majority decisions.

2. Educational programs are not perfect; nor do they become perfect at any given point in time.
   a) The objectives and procedures of any educational system are like to need modifying in response to changes within our society.
   b) IMPROVING a program is more important than testing it.
   c) Formative evaluation procedures are preferable to a single summative evaluation procedure.

3. Program outcomes are the result of many personal, technical, and situational factors which combine and interact in different ways under different conditions.

   a) There is no single set of measures for accountability in a student support service area due to its mix of affective, cognitive and clerical services.

   b) Multiple measures or multiple program dimensions are appropriate.

   c) Qualitative measures and methods likely will yeild data their quantitative counterparts fail to elicit.

DEFINITION OF TERMS:

1. ACCOUNTABILITY - A relationship in which the participants accept responsibility for the results of one's performance in accordance with established policy, objectives, and time lines;

   accountability is an attitude; the willingness to accept responsibility for ones assigned tasks and the over-all mission of the unit in which the person operates.

2. MODEL - - - - - - A theorectical scheme which attempts to describe, explain, and predict events encompassed within the scheme. It is a plan which allows for the determination of the degree of success in meeting specific goals, objectives and mission statements.

3. SERVICE UNIT - - A unique combination of processes, content, personnel, facilities, equipment, mission objectives operating together to accomplish a set of common organizational tasks.

4. MONITORING - - - This provides a valuable checking format and is defined as the procedure for determining the degree to which planned activities are staying on schedule and at the same time producing the results required of the area's mission statements.

5. FORMATIVE EVALUATION- - - - Evaluating the Model while it is in operation to provide feedback for change or revision of the elements of the Model.

6. CONSTRAINT - - - Conditions which exist both inside and outside the Model that limit the range, level and/or method of its operation.

Consideration has to be given to the political, social, material, personnel, economic, and motivational factors in the construction of a Model. These elements often present "road-blocks" in the development and implementation of the Model.

OBJECTIVES OF THE MODEL:

A. IDENTIFIED ADMINISTRATIVE OBJECTIVES FOR THE MODEL:

1. The Model must be simple to operate and easily readable by college personnel not directly involved with the Student Support Services area.
2. The Model must involve all levels of the Student Support Services staff to effect mutual accountability.
3. The Model should provide for possible computerization to facilitate data in-put and analysis.
4. The Model must be able to be operational without significant financial impact on the overall budget allocation/availability of the Student Support Services area.
5. The Model should be able to provide meaningful information to unit supervisors in order to assist them manage the resources allocated to their operational functions.
6. The Model must be one that will elicit consensus approval from the entire staff to the Student Support Service area.

B. IDENTIFIED STAFF OBJECTIVES FOR THE MODEL:

1. The Model must be viewed as a "developing" model, subject to change, modification and revision as needed.
2. The Model should not require a significant amount of additional clerical support to function efficiently.
3. The Model's accountability formats will not supplant existing data collection formats of the various units within the Student Support Services area until after at least a one year pilot run. It is recognized that there exists a potential for the development of composite formats as the result of this Model, these will be considered by the staff during the developmental period of this project.
4. The Model will be constructed on a philosophical base which recognizes and is reflective of the mission of the Student Support Services area; is humanistic; and, emphasizes both the qualitative as well as the quantitative aspects of this area.

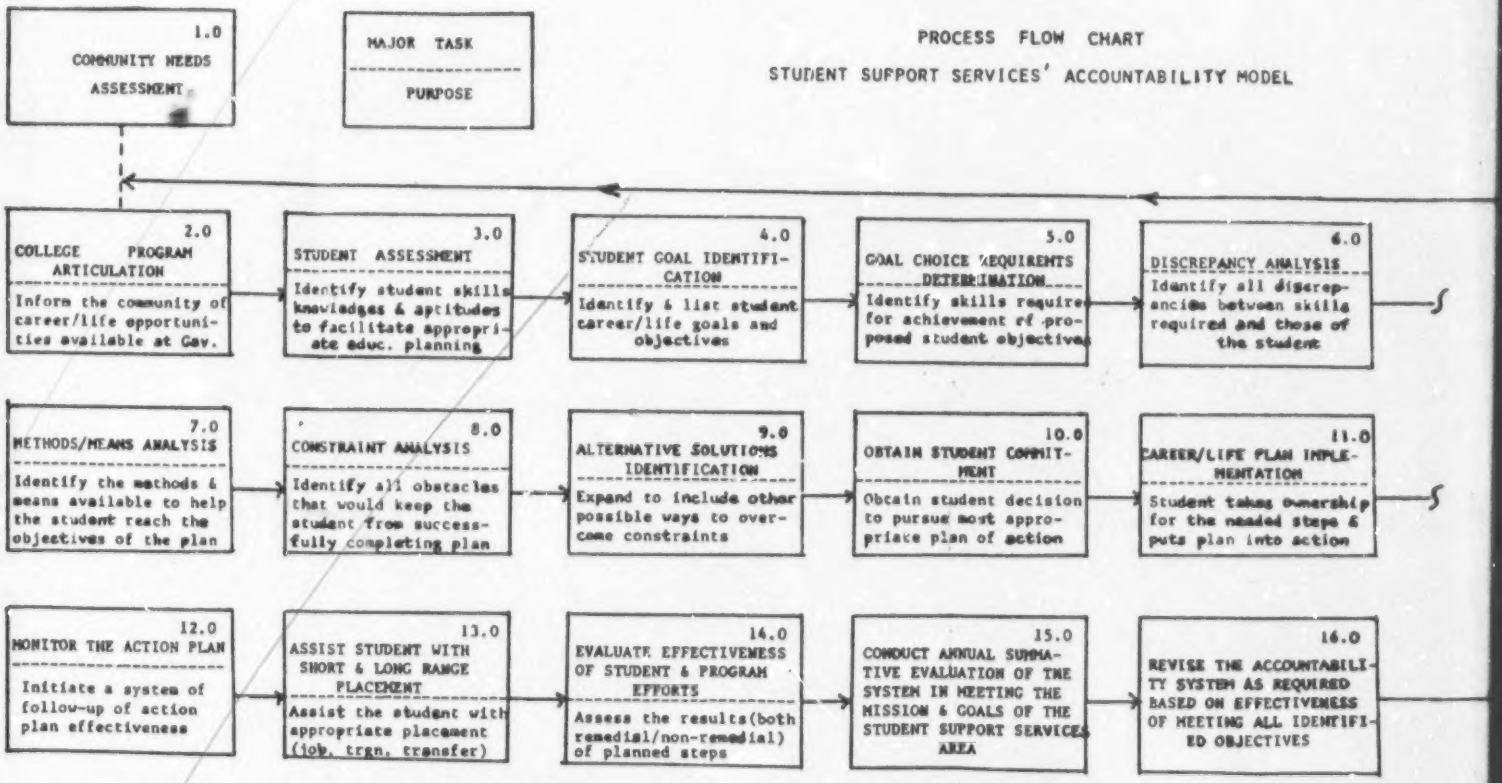
MISSION STATEMENTS OF THE STUDENT SUPPORT SERVICES AREA:

Acting under applicable laws and regulations, the resources of the Student Support Services area and this Accountability Model are dedicated to the following:

1. To provide for community outreach, including student recruitment, public information services, career information and instructional offerings within the "human services" domain.
2. To assess, admit, and register students.
3. To provide relevant counseling, including educational, career, financial and personal, as appropriate with the educational goals of the student.
4. To facilitate the classroom learning process through consultation with faculty and staff relative to the teaching/learning experience.
5. To minimize the barriers effecting the learning process of students, including financial, health, psychological and learning dysfunctions.
6. To provide a student activities program which compliments the academic program and to enhance the student's classroom experiences.
7. To establish and maintain complete and accurate records; evaluating such records as necessary to provide both narrative and statistical information.
8. To assist the student in replacing dependence with independence; self-doubt with self-esteem; aloneness with a sense of belonging; and, a system reliance with a strong sense of self-reliance.

PROCESS FLOW CHART

STUDENT SUPPORT SERVICES' ACCOUNTABILITY MODEL


1.0
COMMUNITY NEEDS ASSESSMENT
MAJOR TASK
PURPOSE
2.0
COLLEGE PROGRAM ARTICULATION
Inform the community of career/life opportunities available at Gav.
3.0
STUDENT ASSESSMENT
Identify student skills knowledges & aptitudes to facilitate appropriate educ. planning
4.0
STUDENT GOAL IDENTIFICATION
Identify & list student career/life goals and objectives
5.0
GOAL CHOICE REQUIREMTS DETERMINATION
Identify skills required for achievement of proposed student objectives
6.0
DISCREPANCY ANALYSIS
Identify all discrepancies between skills required and those of the student
7.0
METHODS/MEANS ANALYSIS
Identify the methods & means available to help the student reach the objectives of the plan
8.0
CONSTRAINT ANALYSIS
Identify all obstacles that would keep the student from successfully completing plan
9.0
ALTERNATIVE SOLUTIONS IDENTIFICATION
Expand to include other possible ways to overcome constraints
10.0
OBTAIN STUDENT COMMITMENT
Obtain student decision to pursue most appropriate plan of action
11.0
CAREER/LIFE PLAN IMPLEMENTATION
Student takes ownership for the needed steps & puts plan into action
12.0
MONITOR THE ACTION PLAN
Initiate a system of follow-up of action plan effectiveness
13.0
ASSIST STUDENT WITH SHORT & LONG RANGE PLACEMENT
Assist the student with appropriate placement (job, trgn, transfer)
14.0
EVALUATE EFFECTIVENESS OF STUDENT & PROGRAM EFFORTS
Assess the results(both remedial/non-remedial) of planned steps
15.0
CONDUCT ANNUAL SUMMATIVE EVALUATION OF THE SYSTEM IN MEETING THE MISSION & GOALS OF THE STUDENT SUPPORT SERVICES AREA
16.0
REVISE THE ACCOUNTABILITY SYSTEM AS REQUIRED BASED ON EFFECTIVENESS OF MEETING ALL IDENTIFIED OBJECTIVES

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STEPS IN THE ACCOUNTABILITY PROCESS OF GAVILAN COLLEGE STUDENT SUPPORT SERVICES

STEP	PURPOSE
1.0 Community Needs Assessment	To identify the educational/ vocational program related needs/desires of the communities served by the college.
2.0 College Program Articulation	To disseminate program information and to promote the undertaking of higher education by persons living in the communities served by the college.
3.0 Student Assessment	To assist the student in determining his/her academic skills proficiency level in order to make appropriate class choices.
	To assist the student with developmental needs in determining the nature and probable cause of deficits in order to make appropriate use of the college's special services.
4.0 Identify/Determine The Student's Academic and/or Vocational Goals	To help the student decide on a college program best suited to abilities and future life-goal needs in order to facilitate goal attainment.
5.0 Assist the Student In Identifying Actual Skills, Knowledges, Attitudes Required for attainment of Stated Life-Goal Objectives	To assist the student in developing an awareness of the multi-faceted requirements inherent in various career/life style choices.
6.0 Identify All Discrepancies Between Required Skills (#5) and those of the student (#3) and Translate These Into Support Objectives Required To Achieve The Student Goals	To assist the student in becoming aware of "What Is" and "What Has to be" to attain stated life-goal objectives and facilitate decisions about needed educational experiences to achieve the stated objectives.

7.0 Determine The Method/ Means To Implement This Support Objective Plan	To assist the student in developing both short range and long range plans to achieve his/her educational goals. To develop a knowledge what resources the college has to assist the student in meeting his/her needs and educational objectives.
8.0 Identify All Constraints Impeding The Student From Successfully Completing the Methods/Means Plan.	To know, before implementing the action plan, what possible barriers might impact on the agreement and how important these are to the plan as devised.
9.0 Design Alternative Strategies To Eliminate Or Reduce These Barriers To The Plan	To allow the student the opportunity to consider alternative courses of action relative to the Plan & to allow the student to feel ownership for the Plan.
10.0 Obtain Student Decision To Commit To The Plan Or To Recycle To Previous Steps	In order for a plan to work, the student must incorporate a feeling of ownership for the requirements of the Plan and a sense of responsibility toward actively pursuing each step of the requirements of the Plan.
11.0 Student Implements The Plan Through Enrollment In Courses, Services, and Programs.	The student must be the initiator of the various steps in the Plan.
12.0 Monitor, With The Student, the various steps of the Plan.	The college staff assists the student in staying "on track" with the plan by a system of monitoring checks. These will be centrally monitored by the counselor who worked out the Plan with the student.
13.0 Assist Student With Life-Goal Placement When and As Appropriate.	The student must progress to the point of realistic placement in an arena consistent with his/her state Life-Goal, at appropriate levels in order to achieve final objectives.
14.0 Provide Formative & Summative Evaluation of Process On The Effectiveness of the Model In Stated Student Life-Goal Objectives.	The Model must be evaluated as an on-going developmental dynamic & through the successes of the student's achievement of stated Life-Goals.

1.0 COMMUNITY NEEDS ASSESSMENT

A. GOAL OF THIS FUNCTION: Identify the educational wants/needs of the College District residents.

Since this step/purpose is institutional, Student Support Services has not designed the objectives, achievement steps, necessary staff, materials, and facilities, or a time line.

Obviously, some assessment material is available, and the updating needs to be part of college wide goals and objectives.

2.0 COLLEGE ORIENTATION

A. GOAL OF THIS FUNCTION: To orient and obtain participating commitment from the 600 students recruited each school year.

B. OBJECTIVES: To establish, by May 1982, a viable orientation process for all new students which provides for the sharing of information on the college and the community college process that will culminate in the mutual commitment to pursuing, seriously, an educational experience at Gavilan College.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Continuous orientation sessions will be established each quarter. A college counselor will be assigned teaching responsibility for these classes.
2. All students will be encouraged to attend a 3 week orientation class.
3. The counselor assigned teaching responsibility for orientation classes will implement the existing course outline and organize the materials to be used during the instructional process.
4. Materials used for this class will be as stimulating, innovative, and usefully related to what the student can expect to encounter during his/her educational experience at Gavilan.
5. At the conclusion of the orientation session, the student will have developed a visible course plan for the first year at this college

D. ASSIGNED STAFF RESPONSIBILITY:

1. One counselor.
2. Two peer counselors per orientation session to facilitate peer counselor identification and group interaction.

E. MATERIALS REQUIRED:

1. Slide/Tape presentations & media equipment.
2. Overheads and media equipment.
3. College catalogs (required textbook).
4. Other materials as developed.

F. TIME FRAME:

1. Six one hour class sessions.
2. Two sessions per week.

G. FACILITIES REQUIRED: 1. Classroom to hold from 35 to 100 students.
2. Multi-media equipment.

H. FORMAT OF NEW STUDENT ORIENTATION SESSIONS:

1. Group introductions.
2. Overview of the course, class expectations, grade requirements, information to be covered and why.
3. Establishment of interpersonal communication with the students to provide a sense of "belonging", encourage positive and negative feed-back on the class process, the college, other topics or concerns of the students.
4. Large group presentations of informational materials about the college, its policies and regulations, the educational and extra-curricular activities of the college, review of the catalog, review of the academic and vocational programs of the college, the registration process and related items as developed by the instructor.
5. Break the group down into small groups and assign to the peer counselors and the instructor to continue the interpersonal communication process with the goal of making the new student feel that the college really does "care" whether they are there and doing well in whatever classes they decide to take. The peer counselors and the counselor will also provide academic advising and assist the new student in the development of a preliminary "school year class plan" (3-quarters).

3.0 STUDENT ASSESSMENT

A. GOAL OF THIS FUNCTION: To identify the student's skills within four basic domains: (a) Aptitudes/learning potentials; (b) basic skill competencies; (c) interests; and (d) learning disabilities.

B. OBJECTIVES:

1. To obtain the degree of information as required by the student's educational choice from existing records and/or community agencies resources.
2. To provide the student with relevant and appropriate assessment in a timely manner.
3. To provide the student with a professional interpretation of assessment data to aid in his/her educational placement choices.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Establish an assessment center location sufficient to accommodate the assessment function activities and staff.
2. Establish and maintain appropriate assessment materials relevant to the areas of information to be assessed.
3. Establish an assessment calendar for the school year sufficiently in advance to establish a smooth flow of student use.
4. Identify the college's statement of the skills, knowledges and attitudes required for the completion of the course of study selected by the student.
5. With the student, develop an assessment plan appropriate to the "need-to-know" data taking into consideration relevant assessment information already available on the student and data required for decision making on student placement.
6. Implement the assessment plan.
7. Meet with the student to review the assessment results and plan next steps.

D. ASSIGNED STAFF:

1. Student Services clerical support to establish and maintain assessment scheduling appointments; score assessments and type reports.

2. Counselors to conduct assessments, interpretations, student interviews, and develop student assessment profiles. The Counselor will also develop, with the student the educational plan based on the student's stated educational objectives and his/her assessment results.

E. MATERIALS REQUIRED:

Budgetary allocations will be required to develop, establish and maintain sufficient assessment materials.

F. ASSESSMENT FORMAT & TIME FRAMES:

Assessments will be individualized for each student. Assessment formats and estimated time frames are presented below:

a)	College Placement Test	2½ hrs.
b)	Vocational Assessment	2½ hr/unit
c)	L.D. Diagnostic Assessment	3-6 hrs.
d)	Psychological Assessment	3-6 hrs.
e)	Self-Assessment (Guid. 1)	6-8 hrs.
f)	Neuropsychological Assessmt	3-6 hrs.

G. PHYSICAL SPACE REQUIRED/DESIRED:

The space assigned to this function should be sufficiently large to allow for both group (25 students) and individual assessments. One or two offices for assessment counselors should also be included. Space would also be needed to store assessment materials and instruments, preferably in lockable cabinets.

4.0 DETERMINE THE STUDENT'S ACADEMIC AND/OR VOCATIONAL GOALS

A. GOAL OF THIS FUNCTION: To assist the student to gain clarity on his/her life goals, career objectives, their knowledge of the benefits to be derived from these choices, and the action requirements needed to achieve these goals.

B. OBJECTIVES:

1. Identify with the student, the life-style goals of the student.
2. Identify present life-style of the student.
3. Identify, with the student, 1, 5 & 10 year career objectives.
4. Assist the student gain operational knowledge of materials & equipment available in the college Career Center useful to this goal function.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Discuss with the student the possible range of educational & occupational opportunities available in the Santa Clara and surrounding counties.
2. Identify and list, with the student, possible career and life objectives desired by the student.
3. Identify, with the student, desired working conditions, salary & benefits, types of work, perceived worker traits, and perceived worker requirements for the career(s) selected by the student.
4. Determine, with the student, desirable educational formats: i.e.-certificate level training, A.S. degree, BA degree.
5. Validate the compiled statements with the student. Develop with the student a career-life planning profile of the above statements.

D. ASSIGNED STAFF:

1. Peer Counselors assigned to college counselors; suggested ratio-2 to 1.
2. College counselors.

E. MATERIALS REQUIRED:

1. Student Cumulative Files.
2. Career/vocational program data sheets.

4.0 DETERMINE THE STUDENT'S ACADEMIC AND/OR VOCATIONAL GOALS

F. OPERATIONAL FORMAT:

1. Peer counselors, who have completed the Peer Counselor Training program, will be assigned to college counselors to assist in guiding the student through to function.
2. Students without any specific career objectives will be guided to participate in Guidance 4-Career Exploration.
3. Students who express a specific career objective, but who do not have specific knowledge of job requirements, worker traits, salary/benefit opportunities, and employment trends, will be guided to participate in the Career Center Activities, including the uses of the Eureka format, job seminars, etc.
4. Students who have specific career objectives and who are appropriately knowledgeable about the specific entry level requirements, worker traits, salary/benefit opportunities, and employment trends, will be guided into the classes leading to the desired career-life objectives.

G. FACILITIES REQUIRED:

1. Adequate office space for counselors and peer counselors.

5.0 ASSIST THE STUDENT IN IDENTIFYING ACTUAL SKILLS, KNOWLEDGES, ATTITUDES REQUIRED TO OBTAIN DESIRED CAREER-LIFE GOALS

A. GOAL OF THIS FUNCTION: To assist the student in developing an awareness of the multi-faceted requirements inherent in various career-life choices.

B. OBJECTIVES:

1. The student will be exposed to actual jobs within his/her stated career choices via the "Voyage" system of job video tape presentations.
2. The student will be guided into Guidance 4-Career Exploration class to gain an expanded awareness of the job tasks and related information on jobs.
3. The student, with the assistance of the peer counselor, will explore actual job facts in materials available through the college Career Center.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. During the counseling interview associated with function 4, the counselor and/or peer counselor will guide the student through a close examination of the details associated with the stated career choice of the student.
2. The counselor, with the peer counselor and the student, will complete the career information data sheet on the career choice of the student as a guide to what types of data on the career choice must be obtained before a decision can be made on the feasibility of the selected career choice.

D. ASSIGNED STAFF:

1. College Counselor
2. Peer Counselor
3. Career Center Technician (Desired Position)

E. MATERIALS REQUIRED:

1. Career Center with appropriate & adequate career-life materials.
2. Supply of Career Information Data Sheets.
3. Student Guides To Career Exploration.

6.0 IDENTIFY ALL DISCREPANCIES BETWEEN THE REQUIRED SKILLS & KNOWLEDGES REQUIRED BY THE CAREER CHOICE & THOSE OF THE STUDENT; TRANSLATE INTO SUPPORT OBJECTIVES AND AN EDUCATIONAL PLAN.

A. GOAL OF THIS FUNCTION: To assist the student in becoming aware of "what is" and "what has to be" to attain his/her stated career-life goals and to facilitate decisions concerning needed educational experiences to achieve stated goals.

B. OBJECTIVES:

1. To compare the abilities and capabilities of the student with the requirements dictated by the real world.
2. Identify all differences between the perceptions of the student in areas of salary, benefits, working conditions, worker traits, and training requirements and those of the career-life choice of the student as obtained from D.O.T., Department of Labor, E.D.D. and other appropriate informational sources.
3. Compile all identified discrepancies.
4. Obtain a decision by the student to "go" or "not go" with the educational plan once an understanding of the identified discrepancies is presented.
5. Develop, with the student, the types of student support formats he/she will need to carry out a plan of action designed to achieve stated career-life goals.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Obtain all assessment results and other appropriate student assessment progress records.
2. Review with the student all career information he/she has developed from activities associated with Function 4 & 5.
3. Set up, with the student, a comparisor sheet of required knowledges, skills, attitudes, and other career related information and draw out discrepancies requiring change.
4. List for the student, the array of the college's student support services available to assist in meeting the identified discrepancies.

D. ASSIGNED STAFF

1. Peer counselors
2. Counselors

E. MATERIALS REQUIRED:

1. Organized assessment results.
2. Organized career-life requirements as developed and provided by the student.
3. Brochures of college student support services.
4. File folders developed with student educational plan format pre-printed for ease in completion by counselor, peer counselor and student.

F. FACILITIES REQUIRED:

1. Adequate counseling offices and file space.
2. Adequate space for the activities of peer counselors.

7.0 DETERMINE THE METHODS AND MEANS TO IMPLEMENT THE EDUCATIONAL PLAN

A. GOAL OF THIS FUNCTION: To develop a knowledge on the part of the student about the educational resources (courses and training programs) the college has to assist in meeting the student's career-life goals.

B. OBJECTIVES:

1. To develop a plan of action designed to identify all steps needed to remediate all identified discrepancies leading to goal attainment.
2. To obtain from the student a confirmation of his/her knowledge of all discrepancies needing remediation, what college resources are available to assist in this process and a clear understanding of the responsibilities of both the student and the college in this remediation process.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Develop a system of communication for detailing all programs, services, and personnel on campus capable of providing remedial support to the student.
2. Develop a system of communication detailing all off-campus programs, services and personnel capable of providing the student with assistance in achieving remedial support.
3. Develop a designed time-line listing all on and off-campus support programs, services, and personnel capable of assisting the student in achieving his/her career-life objectives in a sequential format usable by the student.
4. Review the above with the student to obtain confirmation of understanding.

D. ASSIGNED STAFF:

1. Counselor
2. Peer Counselors
3. Student Support Clerical Staff
4. Student Support Classified Staff

7.0 DETERMINE METHODS & MEANS (cont)

E. OPERATIONAL FORMAT:

1. Identify what is to be performed specific to removing the defined discrepancies.
2. Identify who is to perform what tasks in the educational plan developed.
3. Identify what skills must be mastered by the student at both the course and the program levels to achieve stated career-life goals.
4. Identify within what time frames these skills must be mastered.
5. Identify measurable criteria of evaluating whether or not the student has demonstrated mastery of the identified skills and knowledges.
6. Establish an action plan of all steps required to remediate discrepancies and achieve defined educational and career-life objectives.
7. Identify the progress checks to be made during the time the student is enrolled at the college to assure satisfactory progress toward defined ends.
8. Identify any limitations within which the student must operate in mastering the skill objectives of each course required to remediate a discrepancy.
9. Develop an operational budget for all identified activities, including: (a) cost to the college in staff committment, dollars, facilities; (b) cost to the student in terms of time, dollars, and personal committment.

8.0 IDENTIFY ALL CONSTRAINTS IMPEDING THE STUDENT FROM SUCCESSFULLY COMPLETING THE PLAN

A. GOAL OF THIS FUNCTION: To know before implementing the plan, what possible barriers might impact on this plan and what the criticality of these barriers are to the plan as designed.

B. OBJECTIVES:

1. To identify any variables such as student committment, transportation, financial, family opposition, course availability, and student study time that might not allow the plan to be implemented as designed.
2. To allow for the revision of the Plan, with the student, before the allocation of student and/or college resources.
3. To make certain that the student and the college staff is critically aware of all resources and efforts that must be put into this plan before it is given the "go-ahead" for implementation.
4. To identify and resolve any negative elements of the Plan and/or to allow for the design of alternate more efficient and feasible plans to reach the student goals.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. In a separate and sequential manner, assist the student in analysis of the separate steps in each element of the Plan and "brainstorm" possible negative elements. Place these elements on sheets of paper under appropriate headings.
2. After completion of step #1 above, with the student, assign a "criticality" number to each element; 1 indicating little impact & 5 indicating a large negative impact.
3. Rank order the above products in terms of those elements with the highest criticality number first.
4. Discuss these rankings with the student to determine if there are adequate resources available to off-set these negative impacts.
5. If the negative elements are high and agreeable alternative steps are not possible, a different plan strategy must be developed with the student. Such an alternative design may require re-doing several of the previous steps in this model.

8.0 IDENTIFY ALL CONSTRAINTS IMPEDING THE STUDENT (cont)

D. ASSIGNED STAFF:

1. Counselors
2. Peer Counselors
3. LRC (Career Center) Staff
4. Permanent Records Staff

E. MATERIALS REQUIRED:

1. Lists of all college services and identified service functions.
2. Copies of all records, assessment data, and other appropriate data on the student.
3. Constraint identification sheets.

F. TIME FRAMES: This process should be completed within two weeks after the completion of the assessment process; or within one week after all existing and appropriate records are presented to the counselor.

G. FACILITIES REQUIRED: Adequate office space conducive to good counseling procedures.

9.0 DESIGN ALTERNATIVE STRATEGIES TO ELIMINATE OR REDUCE IDENTIFIED BARRIERS TO THE PLAN

A. GOAL OF THIS FUNCTION: To provide the student the opportunity to consider alternative courses of action relative to the achievement of his/her Plan and to maximize the success potential relative to the student's educational and career-life goals.

B. OBJECTIVES:

1. To provide, at the end of this function, an action plan for the ultimate achievement of the identified student career-life goals.
2. To take into consideration, as far as feasible, all constraints which will have a negative impact on the student's plan.
3. To allow the student maximum opportunity to participate in the development of his/her own course of educational experiences, thereby assuring student "ownership" in the components and steps required to achieve the goal statements of the student.

C. STEPS REQUIRED TO ACHIEVE THIS FUNCTION:

1. Revise the sequential Plan in such a manner as to eliminate the identified and prioritized constraints or to eliminate the elements of the Plan which generated the constraints.
2. With the student, revise the student's educational and career-life goals to eliminate identified constraints.
3. Re-evaluate all assessment data and the data obtained from step/function #4 and 5 to determine if the student's educational and career-life goals are most congruent with these data.
4. After all identified constraints have been assessed as to impact and degree of elimination, a complete revised Plan is designed and agreed to by all parties; or several alternative steps or components may be developed by the counselor and the student for substitution into the existing Plan design.

   These alternative steps/components may or may not be assimulated into the final Plan depending on their degree of feasibility and their ability to significantly reduce identified constraints.

9.0 DESIGN ALTERNATIVE STRATEGIES (cont)

D. ASSIGNED STAFF:
1. Counselor
2. Peer Counselors
3. Career Center Staff
4. Other Student Support Services Staff as required.

E. MATERIALS REQUIRED:
1. Student File
2. Alternate Strategy Design Forms

F. TIME FRAMES:
1. As determined by the student and the counselor.
2. As dictated by the transfer deadlines and/or registration deadlines.

G. FACILITIES REQUIRED:
1. Adequate Counselor office space.

10.0 OBTAIN STUDENT DECISION TO COMMIT TO THE PLAN OR TO RECYCLE TO PREVIOUS STEPS IN THE PROCESS FOR RE-DESIGN OF PLAN

A. GOAL OF THIS FUNCTION: The student must incorporate a feeling of responsibility for the achievement of the Plan in order for it to be successful.

B. OBJECTIVES:

1. Obtain an active commitment from the student and the college personnel to work the elements of the Plan as designed.
2. To make any element revisions in the Plan before implementation to avoid delays, false starts, and failure of the student to achieve his/her career/life goals.
3. To allow the student and the college staff an opportunity to review all sequential elements of the Plan for clarity of understanding; to allow for understanding on the part of the student and the college staff as to who has responsibility for each step in the Plan and the levels of evaluation for success will be applied.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. The full Plan is transferred to the appropriate Plan spread sheets in sequential order with adequate detail to provide a sense of congruency.
2. Each step in the Plan is reviewed with the student indicating delineation of responsibility, time-lines, evaluation elements, and possible points of revision.
3. The counselor and the student review all elements of the Plan and raise any final questions as to it's adequacy and relevancy to the student's goals.
4. The counselor signs the Plan in the appropriate place indicating the assumption of the college's responsibility for the elements so noted; the student signs the Plan in the appropriate place indicating acceptance of the elements for which he/she is responsible.

11.0 THE STUDENT IMPLEMENTS THE PLAN BY INITIATING STEP 1 AND ENROLLS IN THE INDICATED SERVICES, COURSES, PROGRAMS

A. GOAL OF THIS FUNCTION: The student is assisted by the college staff in the gathering of the identified resources to carry-out the elements of the Plan. The Plan is begun by the student taking the first step indicated in the Plan.

B. OBJECTIVE:

1. The achievement of the student's career-life goals requires him/her to take actions which are appropriate to the completion of the identified steps and substeps of the elements making up the Goal.
2. The completion of Step 1 of the Plan must be accomplished within the agreed-upon Plan.
3. The completion of this function will provide the first directional step. That and other sequential directional steps is to be modified by the feedback from acting upon the direction.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. The college staff personnel are the role models and keys to this step. The college staff have assisted the student in operationalizing and giving direction to his/her goals. Now the student is equipped with the goal, the large steps it will take to get there successfully, and the intermediary steps that are half way between the major milestones.
2. The college staff personnel maintains the record of the student's career-life objectives, operationalized goals, initiating steps, schedules and reinforcements to achieve these goals.
3. The student must now act on the understanding and steps which have been developed; it is only by action that change and growth can take place. The college staff will want to do everything it can to make sure that the student acts on the direction which the two have developed.

11.0 THE STUDENT IMPLEMENTS THE PLAN BY INITIATING STEP 1 (cont.)

D. ASSIGNED STAFF: Student Support Staff as indicated by elements of the Plan.

E. MATERIALS REQUIRED:

1. Feed-back and evaluation forms.
2. Appointment calendars for appropriate college staff involved in elements of the Plan, as required.

F. TIME FRAMES: As established by the steps and intermediary steps of the Plan.

12.0 MONITOR, WITH THE STUDENT, THE VARIOUS STEPS OF THE PLAN

A. GOAL OF THIS FUNCTION: Provide the student with a monitoring system that will serve as an "early alert" for the student and the college staff relative to the progress of the student toward accomplishing of his/her career-life goals.

B. OBJECTIVES:

1. To provide the student with a college staff contact within three working days after a known difficulty in the progress of the Plan is identified.
2. To develop a system of intra-college notification regarding the positive or negative progress of the student toward the achievement of the Plan.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. Define the accountability of all programs, services and personnel involved in the implementation of the Plan.
2. Identify all elements of the Plan requiring monitoring and the purpose or function of that monitoring.
3. Design the monitoring system appropriate to the Plan under consideration, including the elements of the monitoring format, frequency of monitoring, content of the monitoring process, method, by whom, reporting format, and other appropriate elements.
4. Notify all involved programs, services, and personnel of the student's intended action, as per the Plan.
5. Instruct all involved programs, services, personnel on the implementation strategy of the monitoring plan.
6. Obtain all reporting/monitoring formats from responsible parties in a timely manner.
7. Record all data obtained from the monitoring system and submit feedback to the student and all involved programs, services and personnel.

12.0 MONITOR, WITH THE STUDENT, THE VARIOUS ELEMENTS OF THE PLAN (cont)

D. ASSIGNED STAFF: As needed by the Plan components.

E. MATERIALS REQUIRED: Feed-back reporting formats.
Student's master file.

F. TIME FRAMES: As established by the student's career-life Plan.

13.0 ASSIST STUDENT WITH CAREER-LIFE PLACEMENT WHEN AND AS APPROPRIATE

A. GOAL OF THIS FUNCTION: The student must progress to realistic placement in the economic area consistent with his/her stated Career-Life Goal and at appropriate levels as his/her developing skills allow.

B. OBJECTIVES:

1. To develop job sites for the placement of students in all academic/occupational disciplines on campus.
2. To establish a positive relationship with business and industry within the college district.
3. To provide an opportunity for students to apply the knowledge and skills gained through their education and training in an occupational setting.
4. To provide opportunities for alternative career choices through a practical working environment.
5. To provide for the relevant application of the knowledge and skills learned by students.

C. STEPS TO ACHIEVE THIS FUNCTION:

1. The expansion of present "student placement services" to include job site development.
2. Develop a plan of consistent and timely communications and press releases to inform business and industry and the college community of these services.
3. To have the college faculty (all disciplines and programs) become more actively involved with business and industry in the college community.
4. To involve faculty in student placement (all disciplines and programs), and have them become actively involved with and supportive of business and industry.
5. Purchase an additional "job order" board for the posting of all job orders.

13.0 ASSIST STUDENT WITH CAREER-LIFE PLACEMENT WHEN AND AS APPROPRIATE (cont)

D. ASSIGNED STAFF:

1. Student Placement/CWE Coordinator (Ms. Virginia Estrada) - Full-time position (12 months).
2. Job Site Developer (two-four hours per day).

*This should be one person; who works closely with business and industry. This individual should develop a positive working relationship with business and industry.

3. Clerical Assistant (part-time); two-four hours per day as required.

E. MATERIALS REQUIRED:

1. 4' X 12' "job order" board with locking doors.
2. Increased assistance and/or budget for publicity and public relations.

F. TIME FRAMES:

1. The inability to provide the personnel and material items requested will result in restricted services.

G. FACILITIES REQUIRED:

1. The present Student Placement/CWE office should be retained where it is presently located.
2. This should be changed when an office of similar size is available in an area which is more visible to the students and the community.

The facility size is required in order to process applications, conduct initial screening/interviews and required space for maintaining records.

14.0 PROVIDE FORMATIVE AND SUMMATIVE EVALUATION OF THE PROCESS IN MEETING THE STUDENT'S STATED CAREER-LIFE GOALS IN AN EFFECTIVE AND EFFICIENT MANAGEMENT OF RESOURCES

A. GOAL OF THIS FUNCTION: Following the implementation of the Plan, a total or summative evaluation of the system's effectiveness for this particular student is performed. Included in this intensive evaluation are all programs, services and personnel identified in the action plans of the student. The criterion applied in this evaluation are those defined in each of the objectives that were stated in the entire plan.

B. OBJECTIVES:

1. Identify those objectives from the plan of action which met, exceeded or fell below their established success criteria.
2. Identify those administrative functions and responsibilities which met, exceeded or fell below the accountability standards established in the plan.
3. Identify those operational functions and responsibilities which met, exceeded or fell below the accountability standards established in the plan.
4. Identify those student functions and responsibilities which met, exceeded or fell below the accountability standards established in the plan.
5. Identify those monitoring functions and responsibilities which met, exceeded or fell below the requirements set forth in the plan.
6. Identify the specific factors, forces, variables that contributed to over-achievement or under-achievement of the plan.
7. Compile all findings into a summative achievement report.

14.0 PROVIDE FORMATIVE AND SUMMATIVE EVALUATION OF THE PROCESS IN MEETING THE STUDENT'S STATED CAREER-LIFE GOALS IN AN EFFECTIVE AND EFFICIENT MANAGEMENT OF RESOURCES (cont)

B. OBJECTIVES:
(cont)

8. Identify targets of revision based on either the summative evaluation report, needs not reconciled by the college, changes in the job market, or changes in student priorities.
9. Determine responsibilities and accountability for program and service revisions.
10. Identify and quantify the exact nature of the discrepancy between anticipated and actual results, and the factors which affected the results.
11. Develop specific revision plans to eliminate the discrepancies identified in the evaluation process and the contributing factors identified in 17.6.
12. Obtain all necessary approvals to make proposed program and service and personnel revisions.
13. Obtain all resources required to accomplish identified revision requirements.
14. Implement identified program, service and personnel revisions.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA
JUN 29 1984
8118 Math-Sciences Building
Los Angeles, California 90024